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ABSTRACT

A comprehensive survey of the faculty members and graduate teaching assistants at the University of Tennessee, Knoxville (UTK), was conducted in April 1987 with a response rate of over 75% (N=1,275). The purpose of the questionnaire--a product of discussions with the Faculty Senate Library Committee and library and campus administrators--was to elicit the opinions of the respondents on the overall quality of the library system, as well as the quality of the collection, facilities, and various services provided by the library staff. The respondents' preferences for a range of actual or desired library policies were also queried, and various background measures were obtained for each respondent to facilitate comparison of the results across colleges and divisions and by faculty rank. The findings on each point for which an opinion was elicited on the questionnaire are summarized in 96 tables. These data will be used for library planning and collection development, and written comments from the questionnaires will be circulated among librarians for specific action on the suggestions given. It was recommended that a similar survey of student opinion be conducted in the near future. Appended are the survey instrument, a summary of the written comments, and a summary of the demographic data. (CGD)

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LIBRARY SURVEY SUMMARY

UNIVERSITY OF TENNESSEE, KNOXVILLE

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Office of Institutional Research

and

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University Libraries

November 1987

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EXECUTIVE SUMMARY

UTK faculty and teaching assistants believe that they are receiving excellent assistance from library staff--and--they want more emphasis on acquisition of library materials. This consensus emerged from a survey conducted during Spring Quarter, 1987 by Dr. William Lyons, Office of Institutional Research.

Questionnaires were distributed to all teaching faculty and teaching assistants; the response rate exceeded 75% with returns from 932 faculty and 343 graduate teaching assistants. Approximately 20% of the respondents added written comments.

High marks went to the quality of library staff assistance, quality of the collection for undergraduate instruction and the quality of the UTK Librarian as an information source about the library. Receiving low grades were the quality of the collection for research and the physical facilities.

Overall quality of the Library system was rated "good" or "excellent" by 58% of the respondents. A "fair" or "poor" overall rating was assigned by 42% of the respondents. While only half of the respondents noted that the library is "very important" to their teaching effort, 83% found it "very important" for their research.

Nearly half (48%) of the respondents found the library administration to be "very receptive," while 47% marked "somewhat receptive." Only 5% believe that the library administration is "not at all receptive."

Over 85% in each category rated librarians as "somewhat" or "very" active in providing assistance. However, most respondents do not take advantage of having librarians speak to their classes. Of those who do, quality of presentations was rated "excellent" by over 60%.

Cross tabulation of the responses evaluating the library collection shows that the overall quality of the collection in the individual's discipline for undergraduate instruction was rated as "good" or "excellent" by 68% of the respondents. For graduate instruction, the ratings dropped to 47% and for research, only 42% rated the overall discipline collection as "good" or "excellent." For research, the overall discipline collection was rated "poor" or "fair" by 59% of the respondents.

Respondents to this survey hold diverse opinions on library policies. In response to the statement, "the Main Library should be open 24 hours a day," 40% of the respondents marked "agree" or "strongly agree;" 27% were neutral; and 33% marked "disagree" or "strongly disagree." Extended library hours were a higher priority for GTA's, who reported more frequent use of the library than faculty on a daily and weekly basis. Respondents were similarly divided on policy issues such as circulation of periodicals (for, 41%; against, 43%; neutral, 16%) and on the best ways to manage a limited acquisitions budget.

Regarding library physical facilities, study space, seating in the stacks, parking and carrels received a majority of "poor" to "fair" ratings. Photocopy facilities received a 37% "fair" rating, a 37% "good" and a 12% "excellent" score. Microform facilities received 11% poor, 39% fair, 44% good and 6% excellent.

Respondents were asked to consider priorities for library collections and services. High or highest priority ratings were assigned by 91% to journals and 88% to books. Increased reference holdings and increased access to computerized reference services also were ranked as high priorities. Ranked as low or non-priorities were increased manuscript and rare book acquisitions, audio-visual acquisitions, education of the user community, and subsidized computer literature searches.

The survey highlighted respondent interest in document delivery; reestablishment of the Science Engineering Library; fundraising; telephone renewals, holds and recalls; a shorter loan period for faculty, and user education services.

Background

In April 1987, every faculty member and graduate teaching assistant at the University of Tennessee, Knoxville, was sent a comprehensive survey instrument to elicit evaluations on a range of issues. Sponsored by the UTK Office of Institutional Research, the survey was sent by mail with two follow-up reminders, yielding a response rate of over 75%. The survey instrument (Appendix I) was the product of discussions with the Faculty Senate Library Committee, the Library administration and campus administration. An initial draft of the instrument was prepared from a list of topics compiled by the Faculty Senate Library Committee. Library administration and faculty added topics and assisted with the organization of the instrument.

The questionnaire addressed a number of points. In addition to overall evaluations of the library, specific judgments were sought regarding the quality of the collection, facilities and various services provided by the library staff. The instrument also solicited preferences for a range of actual or desired library policies. Finally, a variety of background measures was obtained for each respondent to facilitate comparison of the results across colleges and divisions and by faculty rank. Approximately 20% of the respondents added written comments in space provided. A summary of written comments appears in Appendix II.

Of the respondents 33% began their careers at UTK, 28% had been at one other academic institution and 24% had served at two or more institutions. Graduate teaching assistants accounted for some 26% of the respondents. Academic ranks reported on the questionnaire were representative of the total UTK faculty population; ranks included instructor (5%), assistant professor (16%), associate professor (23%) and professor (30%). Of those

who indicated race 94% marked white, 4% Asian and 2% black. Respondent sex was 73% male and 27% female. Fifteen percent of the respondents reported that they now are or had been library representatives. Nearly half (48%) stated that they recommend titles for library acquisition frequently or occasionally, while 52% seldom or never do so. A summary of demographic data appears in Appendix III.

Overall Quality of Library

Overall quality of the Library system was rated "good" or "excellent" by 58% of the respondents. Some written comments expressed appreciation to the library for a job well done considering quality received per dollar spent. A "fair" or "poor" overall rating was assigned by 42% of the respondents. Those who gave the most favorable ratings were in the colleges of Agriculture, Veterinary Medicine, Nursing, Communications, Education, and the Humanities division of the College of Liberal Arts. The lowest rankings were provided by respondents in the Social Sciences, with 56% giving a "fair" or "poor" rating, followed by those in Engineering, Business, and the Science division in Liberal Arts. See Table 1 for a complete list of overall library ranking by college.

Nature of Library Use

Faculty in the various colleges reflect wide differences in the use of the library for teaching and research (Tables 2 and 3). While only half of the respondents noted that the library is "very important" to their teaching effort, 83% found it "very important" for their research. In particular, those in the Sciences and in Business viewed the Library as much less important for teaching than for research activities. By contrast, those in the College of Agriculture found the Library quite important for both teaching and research.

It is obvious from a glance at Table 4 that graduate teaching assistants use the Main Library much more than do faculty. Fully 80% of GTAs use the Main Library at least weekly, as opposed to about half of the faculty. Once in the library, graduate students (40%) report spending over two hours at the Main Library, twice as often as faculty (20%) (Table 5).

The most common reason for visiting the library seems to be for a specific purpose (Table 6). Three-fourths of those surveyed frequently come to find specific information, while 59% come to check out materials. Faculty and GTAs come to review new journal issues (38%) and new books received (23%) less frequently. Interlibrary loan, database searching, consultation with a librarian, and review of approval books are more occasional reasons for visiting the library.

Evaluation of Library Staff

The survey asked for opinion on the receptivity of the library administration to requests for new services. Nearly half (48%) of the respondents found the library administration to be "very receptive," while 47% marked "somewhat receptive." Only 5% believe that the library administration is "not at all receptive" (Table 7).

Library staff were given high marks by the respondents. When asked about librarians' approaches to educating users, over 85% rated librarians as "somewhat" or "very" active in providing instruction on the availability and use of services. However, most respondents do not take advantage of having librarians speak to their classes. Of those who do, quality of presentations was rated "excellent" by over 60% (Tables 8, 9, 10). The two greatest sources of information about the UTK Libraries are colleagues and the UTK Librarian, the latter of which is very highly rated (Table 11).

As shown by Table 12, evaluations for staff assistance in various categories are consistently in the "good" or "excellent" range. The lowest marks within that range were 72% in the category for "requesting that a book or journal be ordered." This response parallels comments noted during the recent Program Review that faculty are somewhat unsure of the process for either ordering an item or determining whether or not a request has been ordered.

Written comments on the questionnaire confirmed enthusiasm for staff service. One hundred thirty-two comments praised library staff in general, or specifically by name or department. In contrast, eighteen written comments complained about the staff, ranging from concern for inadequate training to noisy staff conversations.

Responses for quality of assistance given by several library service units were tabulated according to frequency of use. Tables 13 through 31 show responses for individual services. Generally, frequent users marked the "excellent" category more often than the occasional users; occasional users were more likely to rate services "good" rather than excellent.

Evaluation of Library Collection

Cross tabulation of the responses evaluating the library collection (Table 32) shows that the general quality of the collection for undergraduate teaching, omitting rare books and manuscripts, was rated "good" or "excellent" by a range of 58% to 74% across type of material category (bound journals, new journals, etc.). More specifically, overall collection in the discipline for undergraduate instruction was rated as "good" or "excellent" by 68% of the respondents. For graduate instruction, this category fell to 47% and for research, only 42% rated the overall

discipline collection as "good" or better. For research, the overall discipline collection was rated "poor" or "fair" by 59% of the respondents.

Among the various types of collections, the audiovisual collection received the highest ratings, with 68% rating it "good" or "excellent" for undergraduate instruction. The bound journal and book collections appear to be of adequate quality for undergraduate instruction. For research, 27% rated new books in the field as "poor," while 22% responded that new journals in the field were "poor." Tables 33 through 37 show faculty assessment of various types of materials according to college of the respondent.

Special Collections services are used frequently or occasionally by 8% of the respondents, as shown in Table 13. The manuscripts and rare books collection was considered "poor" for research by 40% of all respondents. Tables 38 through 42 reflect ratings of the rare book collection cross-tabulated with variables of frequency of use and service evaluation.

Written comments produced a plethora of suggestions for specific new acquisitions, as well as notation of subject areas that require more collection development. Two people asked that the Library tell each department the amount of acquisitions money available for books and journals; others would like to be informed when new books ordered have arrived. One person suggested a research project: contact 100 UTK faculty and ask them to list the ten most important journals to their research and current awareness; then calculate the percentage held by the Library.

Evaluation of Physical Facilities

In the written comments one respondent asked why this survey was conducted now, rather than after the new Hodges Library is occupied. Given the condition of the Hoskins Library facility, it was not surprising that the evaluation pointed to shortcomings in the area of space, with about half of those responding giving "poor" rankings to study space and seating in the stacks. A leap in the positive ratings for physical facilities might be expected the next time such a survey is conducted.

Predictably, study space, seating in the stacks, parking and carrels received a majority of "poor" to "fair" ratings. Photocopy facilities received a 37% "fair" rating, a 37% "good" and a 12% "excellent" score. Microform facilities received 11% poor, 39% fair, 44% good and 6% excellent. Noise was mentioned in some of the written comments as a deterrent to study. Ratings for various components of the facilities are shown in Table 43.

Library Policies and Priorities

No consensus was evident on the library policies listed on the survey, with the exception of having the library open during holidays. However, even this desire was secondary among users when they were queried about alternative priorities. Clearly, the preference of most, given scarce resources, was for increased expenditures on the collection, with close to half expressing the belief that the books and journals should be given the highest priority.

Library hours are of widespread interest. In response to the statement, "the Main Library should be open 24 hours a day," (Table 44) 40% of the respondents marked "agree" or "strongly agree." 27% were neutral, while 33% marked "disagree" or "strongly disagree." On a related

question, about open hours when classes are not in session, over 80% of the respondents would like to have the library open every day. In another question respondents were asked to evaluate several possible priorities as high or low. Increased hours were ranked as a high priority by 49% of the respondents, and as a low or non-priority by 41% (Table 45). Teaching assistants had greater interest than faculty in extended library hours, particularly during days when classes are not in session. Cross-tabulations were run to see what correlation exists between priorities for increased hours and increased staff. Table 46 shows that those who most want the library to be open twenty-four hours per day do **not** assign a high priority to increasing the staff.

Whether or not periodicals should be charged out is a controversial issue (Table 47). Are periodicals more or less accessible because they can be taken away from the library? Unlike books, a periodical issue may have articles on a variety of topics, and the user frequently needs only a portion of the issue. Allowing periodicals to be taken from the library also increases wear and tear on them. Survey respondents reflected three sides of this dilemma: 41% agreed or strongly agreed that periodicals should circulate, while 43% disagreed or strongly disagreed; an undecided 16% remained neutral. It appears that the decision remains up to librarians and that either policy will satisfy two-thirds of the clientele.

Responses to two other policy questions concerned library practices regarding the acquisitions budget. First, on "the Library should spend any available money on its collection, even if service declined," 38% disagreed or strongly disagreed, 39% agreed or strongly agreed, and 24% remained neutral. Second, "when acquisition funds are limited, the Library should limit book purchases to Approval Plans only" found 52% in agreement, 10%

in disagreement and 35% neutral (Table 48). These responses may be taken to echo the written comment that the library faculty and staff are most knowledgeable about running the library; while faculty would like for their opinions to be considered, they want librarians to be responsible for library policy-making.

The questionnaire provided a shopping list of eleven items ranging from increased staff, hours and acquisitions to electronic library access (Table 49). Respondents were asked to rate each item as a low or high priority. "One of the highest priorities" was assigned by 52% to "increased journal subscriptions"; and by 43% to "increased book acquisitions." High or highest priority ratings were assigned by 91% to journals and 88% to books.

Increased reference holdings were a high priority for 69% and increased access to computerized reference services were ranked high by 64%. Ranked as low or non-priorities were increased manuscript and rare book acquisitions (81%), increased audio-visual acquisitions (72%), increased education of the user community (67%), and subsidized computer literature searches (51%). While these collections or services may be low priorities among the total population of the survey, they do have specific clienteles. Tables 42 and 50 look at the relationship of priority rankings and frequency of use in special collections and audiovisual services, respectively. Further, tables 51 and 52 give detailed information on evaluation of nonprint collection quality and priorities by college.

Document delivery is a service that provides retrieval, photocopy and delivery of books and articles to departmental offices. Eight respondents noted in their written comments that they would like to have such a service. (Table 53) 41 % of the respondents agreed or strongly agreed that a pick-up and delivery service should be provided. 29% disagreed while 29%

were neutral. Departments or colleges most interested in document delivery are law, nursing, liberal arts (sciences) and social work.

Branch Library Evaluations

On the questionnaire respondents were asked to note which of the four libraries they used most often. If one assumes that responses to the questions were generally based on the library most often used, responses by branch can be of value in assessing service at these specific locations. Branch libraries named on the survey included Agriculture-Veterinary Medicine, Music and Undergraduate. Since Spring, 1987 the Undergraduate Library has merged with the Main Library in the John C. Hodges.

For the most part, evaluations for the branch libraries are higher than for the main library for questions having to do with services. Of course, given the fact that the user would be interacting with a small number of library professionals in a more specialized setting, one would expect this higher rating. In addition, it is clear that the Agriculture Library facility is well regarded by its user community.

Overall evaluations of the Agriculture-Veterinary Medicine Library and the Music Library provided a rating of 78% in the good or excellent category (Table 54). While many of the branch library user responses have been discussed in the sections above, particularly as regards tables for the collection evaluation, issues such as quality of service and physical facilities are of special interest to the individual branch. Tables 53 through 96 show responses by branch.

Written Comments

Several of the written comments should be noted both by librarians and university administration. Fifteen respondents favor the reestablishment of the Science-Engineering Library. There is some sentiment that it be

located on "The Hill." One person stated, "The library is the single most important facility at the university and should be given the highest priority. The recent internal review report was remarkably concise and perceptive. I wholeheartedly endorse their recommendations and hope the university administration acts positively on them."

Comments reflected faculty interest in library fundraising. Some recommended increased development activity. One suggested charging a $100 student user fee as part of the activities fee to augment the present acquisitions budget. Another suggested that the proceeds from one football game each year go to the library. Several compared support for the library with support given to athletics.

Respondents made several suggestions for ways to manage the library budget. One person said not to increase the number of librarians, but rather, improve their quality. Others want more support on campus for the map library. Another stated that there should be a dual priority of improving both acquisitions and services.

Respondents had several suggestions about circulation policies. They would appreciate having telephone recalls, saves and renewals. Some said that faculty checkout should be reduced to one month. Several commented on periodical display and access. Some want periodicals arranged in alphabetical order; some want journals to be separated from the books. One person wants more back issues of the journals on the current periodicals shelves. One wants a list of journals out to binding and a list of those that are soon to go out.

In the area of user education, one person wants handbooks by discipline on library services. Another would like for the library to develop required courses on library use for undergraduates and graduate

students. New reference services were also suggested. One respondent would like for librarians to introduce themselves on the telephone. Two people suggested that the indexes be located in the same area as the journals they index. There was a request for a list of all journals by subject area. There was a request for expanding Infoquest search hours and there were some questions about doing database searches on personal computers.

Conclusion

The faculty and graduate teaching assistants at the University of Tennessee are generally agreed that they receive good service from the library. They would most like to see improvements in the quality of the collection. Concern about the adequacy of the collection is shared by librarians and will continue to be a high priority. Respondents to the survey are much more mixed in their evaluation of library policies; however, there is no clear consensus that specific policy changes should be made.

The survey provided a wealth of information for librarians about the opinions of their faculty constituents. Data will be used for library planning and collection development. The written comments will be circulated among librarians for specific action on the many collection suggestions given. It would be desirable to conduct a survey of student opinion in the near future and then repeat surveys on an annual basis.

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TABLE 1

OVERALL QUALITY OF LIBRARY SYSTEM

College (N)*	Poor	Fair	Good	Excellent
All (1186)	7%	36%	52%	6%
Agriculture (90)	1%	20%	65%	14%
Architecture (12)	8%	50%	42%	-
Biomedical Science (12)	-	33%	64%	-
Business (134)	10%	39%	45%	6%
Communications (24)	8%	29%	59%	4%
Education (110)	9%	27%	57%	7%
Engineering (97)	6%	45%	41%	8%
Human Ecology (44)	7%	39%	50%	4%
Law (17)	-	53%	35%	12%
Lib Arts - Humanities (199)	6%	35%	54%	5%
Lib Arts - Sciences (253)	9%	40%	49%	2%
Lib Arts - Social Sciences (89)	7%	49%	40%	3%
Library and Inf Science (9)	-	44%	56%	-
Nursing (18)	-	28%	61%	11%
Planning (5)	-	40%	60%	-
Social Work (10)	-	10%	70%	20%
Veterinary Medicine (33)	6%	21%	58%	15%

*N equals total number responding in all tables.

TABLE 2

IMPORTANCE OF THE QUALITY OF THE UTK LIBRARIES TO OVERALL TEACHING EFFORT (SELECTED COLLEGES)

					Liberal Arts		
	All	Bus	Eng	Agr	SS	Sci	Hum	Educ
Not Important	10%	19%	7%	3%	6%	21%	7%	4%
Somewhat Important	39%	50%	57%	32%	39%	46%	35%	29%
Very Important	50%	31%	36%	64%	55%	34%	58%	67%

TABLE 3

IMPORTANCE OF THE QUALITY OF THE UTK LIBRARIES TO OVERALL RESEARCH EFFORT (SELECTED COLLEGES)

					Liberal Arts		
	All	Bus	Eng	Agr	SS	Sci	Hum	Educ
Not Important	2%	2%	2%	0%	2%	2%	3%	3%
Somewhat Important	16%	18%	18%	11%	18%	11%	19%	19%
Very Important	83%	80%	80%	89%	80%	87%	78%	78%

TABLE 4

FREQUENCY OF VISITS TO VARIOUS LIBRARY BRANCHES

Library	Daily	Weekly	Monthly	Rarely
Main Library (Hoskins)	8%	50%	30%	12%
Faculty	7%	43%	35%	15%
Graduate Teaching Assistants	13%	67%	17%	2%
Agriculture Veterinary Medicine Library	2%	9%	13%	77%
Music Library	2%	2%	5%	92%
Undergraduate Library (HSS and/or Dunford)	2%	14%	32%	53%

TABLE 5

TIME SPENT IN VARIOUS LIBRARY BRANCHES

Library	Less Than 1 Hour	1 - 2 Hours	More Than 2 Hours	Don't Use
Main Library (Hoskins)	19%	52%	25%	4%
Faculty	22%	53%	20%	6%
Graduate Teaching Assistants	12%	48%	40%	1%
Agriculture Veterinary Medicine Library	18%	13%	5%	63%
Music Library	12%	4%	1%	83%
Undergraduate Library (HSS and/or Dunford)	40%	20%	5%	35%

TABLE 6

REASONS FOR COMING TO UTK LIBRARIES

Reason	Frequently	Occasionally	Seldom	Never
Review new issues of journals	38%	41%	16%	6%
Review new books received	23%	35%	27%	15%
Find specific information	75%	21%	3%	1%
Consult with a librarian	6%	31%	45%	19%
Use interlibrary loan	10%	32%	35%	24%
Check out materials	59%	32%	7%	2%
Use the card catalog	45%	38%	15%	3%
Work with reference materials	42%	42%	13%	3%
Work with my own materials	9%	18%	29%	45%
Use audiovisual materials	5%	15%	35%	45%
Database search	5%	26%	33%	36%
Review approval books	4%	8%	21%	68%

TABLE 7

RECEPTIVITY OF THE LIBRARY ADMINISTRATION TO REQUESTS FOR NEW SERVICES

College (N)	Not Receptive	Somewhat Receptive	Very Receptive
All (651)	5%	47%	48%
Agriculture (64)	2%	31%	67%
Architecture (6)	17%	50%	33%
Biomedical Science (8)	-	63%	37%
Business (59)	3%	58%	39%
Communications (13)	-	31%	69%
Education (66)	3%	38%	59%
Engineering (58)	5%	43%	52%
Human Ecology (23)	-	61%	39%
Law (10)	-	70%	30%
Lib Arts - Humanities (112)	6%	43%	51%
Lib Arts - Sciences (106)	9%	58%	33%
Lib Arts - Social Sciences (51)	6%	49%	45%
Library and Inf Science (8)	13%	50%	37%
Nursing (8)	-	38%	62%
Planning (4)	25%	-	75%
Social Work (6)	-	33%	67%
Veterinary Medicine (23)	-	44%	56%
Library (25)	4%	64%	32%

TABLE 8

EDUCATION OF USERS ON AVAILABILITY OF SERVICES

College (N)	Burden on User	Librarians Somewhat Active	Librarians Very Active
All (1181)	12%	51%	37%
Agriculture (90)	11%	54%	35%
Architecture (14)	7%	71%	22%
Biomedical Science (12)	25%	42%	33%
Business (133)	12%	62%	26%
Communications (24)	4%	29%	67%
Education (107)	10%	43%	46%
Engineering (98)	13%	51%	36%
Human Ecology (44)	11%	43%	46%
Law (17)	23%	65%	12%
Lib Arts - Humanities (198)	7%	44%	49%
Lib Arts - Sciences (250)	20%	55%	25%
Lib Arts - Social Sciences (88)	11%	59%	30%
Library and Info Science (9)	11%	33%	56%
Nursing (18)	-	56%	44%
Planning (5)	20%	40%	40%
Social Work (10)	10%	60%	30%
Veterinary Medicine (33)	12%	46%	42%

TABLE 9

EDUCATION OF USERS ON UTILIZATION OF SERVICES

College (N)	Burden On User	Librarians Somewhat Helpful	Librarians Very Helpful
All (1170)	10%	51%	39%
Agriculture (88)	14%	49%	37%
Architecture (14)	7%	57%	36%
Biomedical Science (12)	33%	34%	33%
Business (133)	15%	58%	27%
Communications (24)	8%	38%	54%
Education (108)	7%	44%	49%
Engineering (97)	10%	58%	32%
Human Ecology (43)	5%	44%	51%
Law (17)	12%	65%	23%
Lib Arts - Humanities (195)	7%	47%	46%
Lib Arts - Sciences (245)	15%	55%	30%
Lib Arts - Social Sciences (88)	6%	58%	36%
Library and Inf Science (9)	11%	22%	67%
Nursing (18)	6%	50%	44%
Planning (5)	-	60%	40%
Social Work (10)	-	20%	80%
Veterinary Medicine (33)	9%	55%	36%

TABLE 10

USE AND QUALITY OF PRESENTATIONS BY UTK LIBRARY STAFF

	Use				Quality		
	Frequently	Occasionally	Seldom	Never	Poor	Fair/ Good	Excellent
Having librarian make presentations to my undergraduate students	5%	8%	6%	80%	2%	37%	61%
Having librarian make presentations to my graduate students	2%	5%	6%	87%	2%	35%	62%
Having students take audio-tape tour of UGL	3%	5%	5%	86%	1%	81%	28%
Sending graduate students to a librarian for individualized instruction	5%	19%	11%	65%	2%	48%	50%

TABLE 11

SOURCE AND QUALITY OF INFORMATION ABOUT UTK LIBRARIES

	Source				Quality		
	Frequently	Occasionally	Seldom	Never	Poor	Fair/ Good	Excellent
Colleague	18%	44%	27%	12%	3%	75%	22%
Context	9%	30%	28%	34%	3%	78%	19%
UTK Librarian	18%	41%	23%	18%	2%	51%	47%
Daily Beacon	2%	12%	32%	54%	23%	73%	4%

TABLE 12

FREQUENCY OF REQUESTS FOR AND QUALITY OF STAFF ASSISTANCE

	Frequently	Occasionally	Seldom	Never
Locating information on a topic	11%	46%	27%	16%
Finding a particular item in the collection	9%	46%	28%	18%
Locating a journal	7%	42%	30%	21%
Locating reference materials	11%	47%	28%	14%
Locating a government document	4%	16%	20%	60%
Placing material on reserve	14%	29%	19%	39%
Requesting that a book or journal be ordered	11%	31%	19%	39%
Quality of Staff Assistance	Poor	Fair	Good	Excellent
Locating information on a topic	1%	12%	42%	45%
Finding a particular item in the collection	2%	12%	43%	43%
Locating a journal	3%	12%	44%	42%
Locating reference materials	2%	9%	40%	49%
Locating a government document	6%	14%	37%	43%
Placing material on reserve	3%	8%	38%	52%
Requesting that a book or journal be ordered	8%	21%	37%	35%

TABLE 13

USE OF GENERAL LIBRARY SERVICES

	Frequently	Occasionally	Seldom	Never
Computer literature search	7%	29%	28%	36%
Non-Print services	10%	23%	20%	46%
Circulation services	44%	32%	11%	13%
Interlibrary loan	13%	34%	24%	30%
Reserve services	17%	34%	21%	28%
Reference services	25%	47%	16%	12%
User instruction	3%	16%	25%	56%
Online catalog	11%	17%	12%	59%
Photocopy services (Not coin machines)	26%	29%	14%	31%
Microform services	5%	22%	26%	48%
Special collections services	2%	6%	16%	76%

TABLE 14

QUALITY OF CIRCULATION DEPARTMENT

Frequency of Use	Poor	Fair	Good	Excellent
All (996)	2%	13%	55%	30%
Frequently (512)	1%	13%	45%	41%
Occasionally (364)	2%	14%	67%	17%
Seldom (116)	2%	16%	64%	19%
Never (4)	-	25%	50%	25%

TABLE 15

QUALITY OF ASSISTANCE IN FINDING AN ITEM IN THE COLLECTION

Frequency of Use	Poor	Fair	Good	Excellent
All (958)	2%	12%	43%	43%
Frequently (101)	4%	10%	22%	64%
Occasionally (541)	2%	13%	41%	44%
Seldom (314)	1%	11%	54%	34%
Never (2)	-	50%	-	50%

TABLE 16

QUALITY OF ASSISTANCE IN FINDING A JOURNAL

Frequency of Use	Poor	Fair	Good	Excellent
All (923)	2%	12%	44%	42%
Frequently (83)	6%	17%	20%	57%
Occasionally (496)	2%	11%	44%	43%
Seldom (341)	3%	11%	49%	37%
Never (3)	-	33%	34%	33%

TABLE 17

QUALITY OF RESERVE SERVICES

Frequency of Use	Poor	Fair	Good	Excellent
All (835)	3%	14%	50%	33%
Frequently (204)	3%	10%	44%	43%
Occasionally (398)	2%	12%	53%	33%
Seldom (226)	4%	20%	53%	23%
Never (6)	17%	50%	16%	17%

TABLE 18

QUALITY OF ASSISTANCE IN PLACING MATERIALS ON RESERVE

Frequency of Use	Poor	Fair	Good	Excellent
All (715)	3%	8%	38%	51%
Frequently (161)	3%	5%	24%	68%
Occasionally (335)	2%	5%	39%	54%
Seldom (213)	5%	12%	48%	35%
Never (5)	-	60%	-	40%

TABLE 19

QUALITY OF NON-PRINT DEPARTMENT

Frequency of Use	Poor	Fair	Good	Excellent
All (600)	2%	15%	54%	29%
Frequently (111)	4%	11%	28%	57%
Occasionally (269)	2%	14%	57%	27%
Seldom (211)	3%	18%	64%	15%
Never (9)	-	11%	67%	22%
Quality of Non-Print as rated by frequent and occasional users, divided by the priority they assign to increased audiovisual acqusitions (N=369)				
Not a priority	7%	29%	50%	14%
Low priority	2%	11%	59%	28%
High priority	3%	14%	44%	39%
Highest priority	-	12%	41%	47%

TABLE 20

QUALITY OF REFERENCE SERVICES

Frequency of Use	Poor	Fair	Good	Excellent
All (1022)	1%	11%	55%	33%
Frequently (293)	3%	12%	41%	44%
Occasionally (543)	1%	10%	59%	30%
Seldom (184)	1%	12%	62%	25%
Never (1)	-	100%	-	-

TABLE 21

QUALITY OF ASSISTANCE LOCATING INFORMATION ON A TOPIC

Frequency of Use	Poor	Fair	Good	Excellent
All (1001)	1%	12%	42%	45%
Frequently (130)	2%	6%	18%	74%
Occasionally (548)	2%	13%	41%	44%
Seldom (322)	1%	11%	54%	34%
Never (1)	-	100%	-	-

TABLE 22

QUALITY OF ASSISTANCE IN LOCATING REFERENCE MATERIALS

Frequency of Use	Poor	Fair	Good	Excellent
All (1000)	1%	9%	40%	49%
Frequently (128)	5%	8%	16%	71%
Occasionally (554)	1%	9%	42%	48%
Seldom (315)	1%	9%	48%	42%
Never (2)	-	50%	-	50%

TABLE 23

QUALITY OF COMPUTER LITERATURE SEARCH

Frequently of Use	Poor	Fair	Good	Excellent
All (745)	3%	17%	50%	30%
Frequently (85)	2%	13%	40%	45%
Occasionally (347)	2%	14%	50%	34%
Seldom (304)	5%	21%	51%	23%
Never (9)	11%	22%	56%	11%

TABLE 24

QUALITY OF USER INSTRUCTION

Frequency of Use	Poor	Fair	Good	Excellent	NA
All (1018)	1%	7%	25%	14%	53%
Frequently (36)	3%	8%	28%	61%	
Occasionally (184)	2%	12%	51%	35%	
Seldom (274)	1%	16%	53%	20%	10%
Never (521)	-	1%	1%	-	98%

TABLE 25

QUALITY OF ASSISTANCE IN LOCATING GOVERNMENT DOCUMENTS

Frequency of Use	Poor	Fair	Good	Excellent
All (459)	6%	14%	37%	43%
Frequently (42)	14%	10%	26%	50%
Occasionally (190)	4%	19%	32%	45%
Seldom (211)	5%	10%	44%	40%
Never (14)	14%	14%	29%	43%

TABLE 26

QUALITY OF MICROFORM SERVICE

Frequency of Use	Poor	Fair	Good	Excellent	NA
All (1049)	4%	12%	31%	9%	44%
Frequently (52)	14%	17%	40%	29%	-
Occasionally (257)	9%	23%	51%	17%	-
Seldom (289)	5%	19%	58%	12%	6%
Never (451)	-	1%	1%	-	98%

TABLE 27

QUALITY OF INTERLIBRARY LOAN

Frequency of Use	Poor	Fair	Good	Excellent
All (819)	3%	15%	50%	32%
Frequently (149)	1%	8%	34%	57%
Occasionally (396)	3%	16%	51%	30%
Seldom (264)	4%	15%	57%	24%
Never (9)	22%	33%	34%	11%

TABLE 28

QUALITY OF THE ONLINE CATALOG

Frequency of Use	Poor	Fair	Good	Excellent	NA
All (1010)	2%	10%	23%	10%	55%
Frequently (130)	3%	19%	51%	27%	-
Occasionally (196)	7%	22%	48%	23%	-
Seldom (135)	6%	22%	51%	11%	10%
Never (546)	-	-	1%	1%	98%

TABLE 29

QUALITY OF SPECIAL COLLECTIONS SERVICES

Frequency of Use	Poor	Fair	Good	Excellent	NA
All (1016)	1%	4%	13%	9%	73%
Frequently (28)	-	4%	21%	75%	-
Occasionally (74)	4%	8%	49%	39%	-
Seldom (175)	2%	16%	50%	19%	13%
Never (738)	-	1%	1%	-	98%

TABLE 30

QUALITY OF ASSISTANCE IN REQUESTING ORDERS

Frequency of Use	Poor	Fair	Good	Excellent
All (705)	8%	21%	36%	35%
Frequently (126)	13%	16%	23%	48%
Occasionally (362)	7%	23%	37%	33%
Seldom (211)	6%	18%	45%	31%
Never (6)	17%	50%	33%	-

TABLE 31

QUALITY OF PHOTOCOPY SERVICES

Frequency of Use	Poor	Fair	Good	Excellent	NA
All (1111)	5%	17%	36%	15%	27%
Frequently (303)	8%	19%	44%	29%	-
Occasionally (337)	4%	24%	54%	18%	-
Seldom (164)	7%	26%	50%	15%	2%
Never (304)	-	1%	2%	1%	96%

TABLE 32

QUALITY OF VARIOUS ASPECTS OF THE UTK LIBRARY COLLECTIONS

	Poor	Fair	Good	Excellent
Bound Journal Collection				
For undergraduate instruction	5%	21%	58%	16%
For graduate instruction	10%	33%	47%	10%
For research	13%	35%	43%	9%
New Journals in Field				
For undergraduate instruction	10%	30%	46%	14%
For graduate instruction	20%	34%	37%	10%
For research	22%	36%	35%	8%
Book Collection				
For undergraduate instruction	5%	21%	57%	18%
For graduate instruction	10%	39%	44%	7%
For research	17%	39%	37%	7%
New Books in Field				
For undergraduate instruction	11%	32%	46%	12%
For graduate instruction	20%	40%	34%	7%
For research	27%	41%	28%	5%
Manuscripts and Rare Books				
For undergraduate instruction	20%	34%	38%	8%
For graduate instruction	31%	37%	29%	4%
For research	40%	33%	23%	5%
Audiovisual Collection				
For undergraduate instruction	6%	26%	46%	22%
For graduate instruction	12%	35%	41%	13%
Overall Collection in Discipline				
For undergraduate instruction	5%	27%	56%	12%
For graduate instruction	13%	41%	41%	6%
For research	19%	40%	36%	6%

TABLE 33

QUALITY OF THE BOUND JOURNAL COLLECTION FOR RESEARCH

College (N)	Poor	Fair	Good	Excellent
All (1129)	13%	35%	43%	9%
Agriculture (89)	7%	26%	55%	12%
Architecture (13)	8%	54%	31%	7%
Biomedical Science (12)	17%	25%	50%	8%
Business (126)	14%	40%	37%	9%
Communications (21)	29%	33%	29%	9%
Education (106)	16%	34%	43%	7%
Engineering (92)	21%	35%	39%	5%
Human Ecology (43)	19%	44%	35%	2%
Law (14)	-	50%	50%	-
Lib Arts - Humanities (191)	15%	39%	40%	6%
Lib Arts - Sciences (240)	10%	31%	48%	11%
Lib Arts - Social Sciences (88)	15%	48%	35%	2%
Library and Inf Science (9)	11%	11%	67%	11%
Nursing (15)	7%	27%	53%	13%
Planning (5)	40%	40%	20%	-
Social Work (10)	-	30%	40%	30%
Veterinary Medicine (32)	6%	37%	41%	16%

TABLE 34

QUALITY OF NEW JOURNALS IN RESEARCH AREA

College (N)	Poor	Fair	Good	Excellent
All (1100)	22%	36%	34%	8%
Agriculture (90)	11%	36%	44%	9%
Architecture (12)	8%	59%	25%	8%
Biomedical Science (12)	33%	25%	34%	8%
Business (118)	23%	39%	33%	5%
Communication (21)	14%	33%	43%	10%
Education (103)	26%	32%	33%	9%
Engineering (89)	27%	37%	32%	4%
Human Ecology (41)	27%	44%	27%	2%
Law (14)	-	50%	38%	14%
Lib Arts - Humanities (187)	27%	34%	36%	3%
Lib Arts - Sciences (233)	16%	34%	36%	14%
Lib Arts - Social Sciences (84)	34%	38%	24%	4%
Library and Inf Science (9)	22%	33%	45%	-
Nursing (16)	6%	44%	25%	25%
Planning (4)	75%	25%	-	-
Social Work (10)	10%	40%	20%	30%
Veterinary Medicine (32)	16%	25%	44%	15%

TABLE 35

QUALITY OF THE BOOK COLLECTION FOR RESEARCH

College (N)	Poor	Fair	Good	Excellent
All (1122)	17%	39%	37%	7%
Agriculture (91)	9%	36%	44%	11%
Architecture (13)	-	46%	39%	15%
Biomedical Science (10)	30%	40%	20%	10%
Business (116)	15%	39%	40%	6%
Communication (24)	25%	34%	33%	8%
Education (105)	16%	35%	42%	7%
Engineering (89)	26%	39%	32%	3%
Human Ecology (40)	13%	42%	40%	5%
Law (17)	6%	59%	29%	6%
Lib Arts - Humanities (199)	18%	40%	37%	5%
Lib Arts - Sciences (240)	20%	38%	33%	9%
Lib Arts - Social Sciences (86)	19%	49%	30%	2%
Library and Inf Science (9)	11%	33%	45%	11%
Nursing (16)	6%	50%	25%	19%
Planning (5)	20%	60%	20%	-
Social Work (8)	13%	25%	25%	37%
Veterinary Medicine (30)	7%	37%	50%	6%

TABLE 36

QUALITY OF NEW BOOKS IN MY FIELD FOR RESEARCH

College (N)	Poor	Fair	Good	Excellent
All (1063)	27%	40%	28%	5%
Agriculture (90)	18%	32%	39%	11%
Architecture (11)	9%	36%	46%	9%
Biomedical Science (11)	46%	36%	9%	9%
Business (103)	27%	39%	31%	3%
Communication (19)	32%	31%	32%	5%
Education (99)	32%	40%	26%	2%
Engineering (88)	39%	40%	19%	2%
Human Ecology (37)	22%	49%	24%	5%
Law (15)	20%	40%	27%	13%
Lib Arts - Humanities (194)	24%	44%	26%	6%
Lib Arts - Sciences (226)	30%	41%	24%	5%
Lib Arts - Social Sciences (82)	28%	54%	14%	4%
Library and Inf Science (9)	11%	67%	22%	-
Nursing (14)	7%	36%	50%	7%
Planning (5)	40%	40%	20%	-
Social Work (10)	20%	20%	40%	20%
Veterinary Medicine (28)	21%	18%	57%	4%

TABLE 37

OVERALL QUALITY OF THE COLLECTION IN MY DISCIPLINE

College (N)	Poor	Fair	Good	Excellent
All (1140)	19%	39%	36%	6%
Agriculture (91)	12%	33%	48%	7%
Architecture (11)	18%	55%	18%	9%
Biomedical Science (12)	33%	25%	34%	8%
Business (117)	20%	39%	36%	5%
Communication (24)	33%	25%	42%	-
Education (106)	24%	42%	29%	5%
Engineering (94)	32%	37%	27%	4%
Human Ecology (43)	16%	44%	40%	-
Law (15)	13%	60%	20%	7%
Lib Arts - Humanities (199)	18%	41%	37%	4%
Lib Arts - Sciences (245)	16%	41%	36%	7%
Lib Arts - Social Sciences (87)	22%	51%	25%	2%
Library and Inf Science (9)	11%	22%	56%	11%
Nursing (16)	6%	31%	44%	19%
Planning (5)	40%	40%	20%	-
Social Work (9)	-	45%	33%	22%
Veterinary Medicine (33)	12%	27%	49%	12%

TABLE 38

QUALITY OF RARE BOOK COLLECTION FOR UNDERGRADUATE TEACHING

Frequency of Use (N)	Poor	Fair	Good	Excellent
Frequently (21)	5%	5%	66%	24%
Occasionally (37)	11%	24%	46%	19%
Seldom (62)	29%	39%	29%	3%
Never (90)	21%	40%	36%	3%

TABLE 39

QUALITY OF RARE BOOK COLLECTION FOR GRADUATE TEACHING

Frequency of Use (N)	Poor	Fair	Good	Excellent
Frequently (24)	21%	12%	54%	13%
Occasionally (46)	20%	33%	43%	4%
Seldom (82)	39%	37%	22%	2%
Never (135)	31%	42%	24%	3%

TABLE 40

QUALITY OF RARE BOOK COLLECTION FOR RESEARCH

Frequency of Use (N)	Poor	Fair	Good	Excellent
Frequently (25)	20%	20%	44%	16%
Occasionally (57)	26%	35%	30%	9%
Seldom (98)	43%	37%	17%	3%
Never (165)	46%	32%	20%	2%

TABLE 41

QUALITY OF RARE BOOK COLLECTION FOR RESEARCH*

(N=319)	Poor	Fair	Good	Excellent
Poor (5)	60%	20%	20%	-
Fair (26)	31%	58%	7%	4%
Good (84)	35%	38%	26%	1%
Excellent (56)	25%	23%	34%	18%
NA (148)	48%	30%	19%	3%

*As evaluated by people who rated the quality of service given by special collections.

TABLE 42

QUALITY OF RARE BOOK COLLECTION FOR RESEARCH*

(N=351)	Poor	Fair	Good	Excellent
Not a priority (51)	47%	22%	29%	2%
Low priority (159)	36%	42%	18%	4%
High priority (103)	37%	31%	25%	7%
One of the highest priorities (38)	55%	18%	24%	3%

*By priority ranking for increased attention to buying manuscripts and rare books.

TABLE 43

QUALITY OF PHYSICAL FACILITIES IN MAIN LIBRARY

Area	Poor	Fair	Good	Excellent
Study space	48%	36%	15%	1%
Seating in stacks	55%	34%	9%	1%
Photocopying facilities	14%	37%	37%	12%
Parking	84%	13%	3%	-
Microform facilities	11%	39%	44%	6%
Collection's physical condition	10%	35%	52%	5%
Carrels	32%	47%	19%	2%

TABLE 44

MAIN LIBRARY SHOULD BE OPEN 24 HOURS A DAY

(N=1205)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teaching Assistants (319)	3%	16%	20%	32%	29%
Faculty (886)	7%	30%	30%	21%	12%

TABLE 45

INCREASED HOURS AS A PRIORITY

(N=1179)	Not A Priority	Low Priority	High Priority	Highest Priority
Teaching Assistants (318)	8%	28%	43%	21%
Faculty (861)	15%	41%	32%	12%

TABLE 46

PRIORITY ASSIGNED TO INCREASE NUMBER OF STAFF BY OPINION ON "MAIN LIBRARY SHOULD BE OPEN 24 HOURS A DAY"

Increase Number of Staff	Not a Priority	Low Priority	High Priority	Highest Priority
Open 24 Hours (N=1154)				
Strongly Disagree	24%	41%	26%	9%
Disagree	11%	63%	24%	2%
Neutral	13%	61%	24%	2%
Agree	11%	59%	28%	2%
Strongly Agree	14%	54%	25%	7%

TABLE 47

PERIODICALS SHOULD BE ALLOWED TO CIRCULATE

(N=1199)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teaching Assistants (318)	12%	23%	12%	32%	21%
Faculty (881)	15%	30%	18%	26%	11%

TABLE 48

LIBRARY ACQUISITIONS POLICIES

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The library should spend any available money on its collection, even if service declines	4%	32%	24%	28%	11%
When acquisition funds are limited, the library should limit book purchases to "Approval Plans" only	3%	7%	35%	46%	6%

TABLE 49

LIBRARY PRIORITIES

	Not a Priority	A Low Priority	A High Priority	One of the Highest Priorities
Increased hours	13%	38%	35%	14%
Increased book acquisition	1%	8%	48%	43%
Increased journal subscriptions	1%	9%	39%	52%
Increased staff	13%	58%	26%	4%
Increased audiovisual acqusitions	21%	51%	21%	7%
Increased manuscript and rare book acquisitions	31%	50%	15%	4%
Increased reference holdings	5%	26%	54%	15%
Increased education of user community	17%	50%	26%	7%
Subsidized computer literature searches	14%	37%	35%	14%
Ability to send messages to and from Library via personal computer	25%	42%	24%	9%
Increased access to computerized reference services	8%	28%	45%	19%

TABLE 50

INCREASE AUDIOVISUAL ACQUISITIONS AS A PRIORITY BY FREQUENCY OF USE

Frequency of Use (N=1131)	Not A Priority	Low Priority	High Priority	Highest Priority
Frequently (107)	7%	21%	41%	31%
Occasionally (267)	8%	46%	36%	10%
Seldom (231)	17%	55%	22%	6%
Never (526)	31%	56%	10%	3%

TABLE 51

QUALITY OF NON-PRINT BY COLLEGE AS RATED BY FREQUENT AND OCCASIONAL USE

College	Poor	Fair	Good	Excellent
All (371)	2%	13%	49%	36%
Agriculture (12)	17%	-	58%	25%
Architecture (3)	33%	33%	34%	-
Biomedical Science (1)	-	100%	-	-
Business (30)	3%	20%	50%	27%
Communications (9)	-	-	67%	33%
Education (46)	-	13%	33%	54%
Engineering (12)	-	-	67%	33%
Human Ecology (22)	4%	18%	73%	5%
Law (2)	-	-	50%	50%
Lib Arts - Humamities (117)	2%	15%	44%	39%
Lib Arts - Sciences (42)	-	12%	52%	36%
Lib Arts - Social Sciences (44)	2%	9%	55%	34%
Library and Inf Science (7)	-	-	43%	57%
Nursing (8)	-	25%	50%	25%
Planning (2)	-	50%	-	50%
Social Work (6)	17%	-	17%	66%
Veterinary Medicine (2)	-	-	100%	-

TABLE 52

PRIORITY RANKING FOR INCREASED AUDIOVISUAL ACQUISITIONS AND QUALITY OF THE COLLECTION AS RATED BY FREQUENT AND OCCASIONAL USERS

Priority Assigned (N=369)	Poor	Fair	Good	Excellent
Not a Priority	7%	29%	50%	14%
Low Priority	2%	11%	59%	28%
High Priority	3%	14%	44%	39%
Highest Priority	-	12%	41%	47%

TABLE 53

LIBRARY SHOULD PROVIDE A PICK-UP AND DELIVERY SERVICE TO ACADEMIC UNITS

College (N)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
All (1195)	9%	21%	29%	28%	13%
Agriculture (90)	11%	23%	38%	25%	3%
Architecture (13)	15%	23%	16%	31%	15%
Biomedical Science (12)	17%	25%	25%	33%	-
Business (137)	12%	19%	34%	26%	9%
Communications (24)	4%	42%	21%	33%	-
Education (110)	5%	21%	18%	41%	15%
Engineering (95)	6%	19%	34%	26%	15%
Human Ecology (44)	9%	36%	16%	25%	14%
Law (19)	-	-	26%	42%	32%
Lib Arts - Humanities (204)	8%	22%	31%	27%	12%
Lib Arts - Sciences (253)	6%	19%	30%	27%	18%
Lib Arts - Social Sci (87)	17%	17%	28%	23%	15%
Library and Inf Science (9)	33%	-	23%	22%	22%
Nursing (18)	6%	22%	-	28%	44%
Planning (5)	20%	60%	-	20%	-
Social Work (10)	-	20%	10%	70%	-
Veterinary Medicine (34)	6%	21%	44%	20%	9%

TABLE 54

OVERALL EVALUATION BY BRANCH LIBRARY

Library Used (N=1154)	Poor	Fair	Good	Excellent
Main (936)	8%	39%	48%	5%
Agriculture (123)	2%	20%	63%	15%
Music (28)	4%	18%	71%	7%
UGL (66)	-	18%	74%	8%

TABLE 55

IMPORTANCE OF LIBRARY TO TEACHING BY BRANCH LIBRARY

Library Used (N=1156)	Not Important	Somewhat Important	Very Important
Main (937)	12%	40%	48%
Agriculture (124)	2%	33%	65%
Music (28)	-	29%	71%
UGL (66)	8%	41%	51%

TABLE 56

IMPORTANCE OF LIBRARY TO RESEARCH BY BRANCH LIBRARY

Library Used (N=1167)	Not Important	Somewhat Important	Very Important
Main (947)	1%	14%	85%
Agriculture (124)	-	12%	88%
Music (28)	14%	47%	39%
UGL (67)	5%	25%	70%

TABLE 57

HOW RECEPTIVE IS ADMINISTRATION TO NEW SERVICES BY BRANCH LIBRARY

Library (N=621)	Not Receptive	Somewhat Receptive	Very Receptive
Main (479)	6%	51%	43%
Agriculture (87)	1%	37%	62%
Music (18)	-	33%	67%
UGL (36)	5%	28%	67%

TABLE 58

HOW WELL DOES LIBRARY EDUCATE USERS ON AVAILABILITY OF SERVICES BY BRANCH LIBRARY

Library (N=1148)	Burden on Users	Librarians Somewhat Active	Librarians Very Active
Main (929)	13%	52%	35%
Agriculture (124)	11%	51%	38%
Music (27)	7%	37%	56%
UGL (67)	8%	43%	49%

TABLE 59

HOW WELL DOES LIBRARY EDUCATE USERS ON THE USE OF SERVICES BY BRANCH LIBRARY

Library (N=1138)	Burden On User	Library Somewhat Active	Library Very Active
Main (922)	10%	53%	37%
Agriculture (121)	12%	50%	38%
Music (27)	11%	33%	56%
UGL (67)	5%	49%	46%

TABLE 60

QUALITY OF STUDY SPACE BY BRANCH LIBRARY

Library (N=1046)	Poor	Fair	Good	Excellent
Main (840)	48%	36%	15%	1%
Agriculture (120)	-	17%	43%	40%
Music (28)	14%	57%	29%	-
UGL (57)	42%	42%	16%	-

TABLE 61

QUALITY OF CARRELS BY BRANCH LIBRARY

Library (N=833)	Poor	Fair	Good	Excellent
Main (677)	32%	47%	19%	2%
Agriculture (87)	4%	16%	52%	28%
Music (25)	24%	48%	28%	-
UGL (43)	26%	39%	28%	7%

TABLE 62

QUALITY OF MICROFORM FACILITIES BY BRANCH LIBRARY

Library (N=735)	Poor	Fair	Good	Excellent
Main (612)	11%	39%	44%	6%
Agriculture (56)	4%	21%	64%	11%
Music (21)	14%	62%	19%	5%
UGL (45)	7%	40%	44%	9%

TABLE 63

QUALITY OF PHOTOCOPY FACILITIES BY BRANCH LIBRARY

Library (N=1095)	Poor	Fair	Good	Excellent
Main (895)	14%	37%	37%	12%
Agriculture (113)	14%	28%	48%	10%
Music (26)	50%	39%	11%	-
UGL (60)	20%	50%	23%	7%

TABLE 64

QUALITY OF PARKING BY BRANCH LIBRARY

Library (N=945)	Poor	Fair	Good	Excellent
Main (793)	84%	13%	3%	-
Agriculture (87)	20%	30%	25%	25%
Music (18)	72%	17%	11%	-
UGL (46)	87%	11%	-	2%

TABLE 65

QUALITY OF PHYSICAL CONDITION OF COLLECTION BY BRANCH LIBRARY

Library (N=1102)	Poor	Fair	Good	Excellent
Main	10%	35%	51%	4%
Agriculture	2%	8%	58%	32%
Music	8%	20%	52%	20%
UGL	3%	34%	57%	6%

TABLE 66

QUALITY OF BOUND JOURNALS FOR UNDERGRADUATE TEACHING BY BRANCH LIBRARY

Library (N=767)	Poor	Fair	Good	Excellent
Main (601)	6%	23%	56%	15%
Agriculture (85)	-	14%	69%	17%
Music (24)	4%	21%	63%	12%
UGL (56)	4%	16%	61%	20%

TABLE 67

QUALITY OF BOUND JOURNALS FOR GRADUATE TEACHING BY BRANCH LIBRARY

Library (N=951)	Poor	Fair	Good	Excellent
Main (766)	11%	37%	44%	8%
Agriculture (111)	4%	18%	57%	21%
Music (24)	8%	33%	46%	13%
UGL (49)	6	20%	55%	19%

TABLE 68

QUALITY OF BOUND JOURNALS FOR RESEARCH BY BRANCH LIBRARY

Library (N=1098)	Poor	Fair	Good	Excellent
Main (898)	14%	37%	40%	9%
Agriculture (120)	6%	30%	50%	14%
Music (22)	14%	41%	45%	-
UGL (57)	7%	23%	60%	10%

TABLE 69

QUALITY OF NEW JOURNALS FOR UNDERGRADUATE TEACHING BY BRANCH LIBRARY

Library (N=703)	Poor	Fair	Good	Excellent
Main (549)	12%	32%	44%	12%
Agriculture (80)	1%	22%	58%	19%
Music (27)	15%	15%	52%	18%
UGL (46)	4%	33%	48%	15%

TABLE 70

QUALITY OF NEW JOURNALS FOR GRADUATE TEACHING BY BRANCH LIBRARY

Library (N=919)	Poor	Fair	Good	Excellent
Main (738)	22%	36%	34%	8%
Agriculture (110)	10%	25%	48%	17%
Music (26)	15%	31%	39%	15%
UGL (44)	9%	29%	48%	14%

TABLE 71

QUALITY OF NEW JOURNALS FOR RESEARCH BY BRANCH LIBRARY

Library (1069)	Poor	Fair	Good	Excellent
Main (871)	24%	35%	33%	8%
Agriculture (122)	11%	34%	45%	10%
Music (24)	17%	37%	38%	8%
UGL (51)	8%	31%	49%	12%

TABLE 72

QUALITY OF BOOK COLLECTION FOR UNDERGRADUATE TEACHING BY BRANCH LIBRARY

Library (N=844)	Poor	Fair	Good	Excellent
Main (660)	5%	23%	54%	18%
Agriculture (96)	3%	11%	66%	20%
Music (28)	-	21%	79%	-
UGL (59)	5%	14%	54%	27%

TABLE 73

QUALITY OF BOOK COLLECTION FOR GRADUATE TEACHING BY BRANCH LIBRARY

Library (N=958)	Poor	Fair	Good	Excellent
Main (768)	11%	42%	40%	7%
Agriculture (115)	4%	23%	58%	15%
Music (26)	4%	54%	42%	-
UGL (48)	8%	17%	67%	8%

TABLE 74

QUALITY OF BOOK COLLECTION FOR RESEARCH BY BRANCH LIBRARY

Library (N=1090)	Poor	Fair	Good	Excellent
Main (888)	18%	40%	35%	7%
Agriculture (120)	9%	35%	46%	10%
Music (24)	8%	63%	29%	-
UGL (57)	9%	24%	51%	16%

TABLE 75

QUALITY OF NEW BOOKS FOR UNDERGRADUATE TEACHING BY BRANCH LIBRARY

Library (N=761)	Poor	Fair	Good	Excellent
Main (591)	11%	34%	43%	11%
Agriculture (89)	7%	23%	53%	17%
Music (27)	15%	29%	56%	-
UGL (53)	9%	28%	47%	15%

TABLE 76

QUALITY OF NEW BOOKS FOR GRADUATE TEACHING BY BRANCH LIBRARY

Library (N=907)	Poor	Fair	Good	Excellent
Main (723)	22%	42%	30%	6%
Agriculture (111)	11%	32%	45%	12%
Music (26)	19%	42%	39%	-
UGL (46)	11%	30%	48%	11%

TABLE 77

QUALITY OF NEW BOOKS FOR RESEARCH BY BRANCH LIBRARY

Library (N=1032)	Poor	Fair	Good	Excellent
Main (834)	29%	42%	24%	5%
Agriculture (118)	17%	31%	43%	9%
Music (23)	26%	57%	17%	-
UGL (56)	18%	36%	41%	5%

TABLE 78

QUALITY OF AUDIOVISUAL MATERIALS FOR UNDERGRADUATE TEACHING BY BRANCH LIBRARY

Library (N=450)	Poor	Fair	Good	Excellent
Main (331)	5%	25%	46%	24%
Agriculture (48)	4%	27%	58%	10%
Music (24)	8%	46%	42%	4%
UGL (47)	8%	26%	36%	30%

TABLE 79

QUALITY OF AUDIOVISUAL MATERIALS FOR GRADUATE TEACHING BY BRANCH LIBRARY

Library (N=375)	Poor	Fair	Good	Excellent
Main (267)	12%	37%	37%	14%
Agriculture (50)	10%	28%	56%	6%
Music (24)	17%	42%	37%	4%
UGL (34)	12%	26%	44%	18%

TABLE 80

QUALITY OF THE COLLECTION IN MY DISCIPLINE FOR UNDERGRADUATE TEACHING BY BRANCH LIBRARY

Library (N=864)	Poor	Fair	Good	Excellent
Main (676)	6%	29%	53%	12%
Agriculture (98)	1%	20%	66%	13%
Music (28)	-	29%	68%	3%
UGL (62)	6%	24%	52%	18%

TABLE 81

QUALITY OF THE COLLECTION IN MY DISCIPLINE FOR GRADUATE TEACHING BY BRANCH LIBRARY

Library (N-985)	Poor	Fair	Good	Excellent
Main (786)	14%	43%	38%	5%
Agriculture (120)	4%	28%	53%	15%
Music (27)	11%	41%	44%	40%
UGL (51)	8%	29%	57%	6%

TABLE 82

QUALITY OF THE COLLECTION IN MY DISCIPLINE FOR RESEARCH BY BRANCH LIBRARY

Library (N=1106)	Poor	Fair	Good	Excellent
Main (897)	20%	41%	34%	5%
Agriculture (123)	11%	30%	49%	10%
Music (25)	24%	44%	32%	-
UGL (60)	10%	33%	47%	10%

TABLE 83

QUALITY OF STAFF INTERACTION WITH UNDERGRADUATES BY BRANCH LIBRARY

Library	Not Helpful	Somewhat Helpful	Very Helpful
All (560)	1%	27%	72%
Main (413)	2%	29%	69%
Agriculture (71)	-	20%	80%
Music (26)	-	31%	69%
UGL (49)	-	18%	82%

TABLE 84

QUALITY OF STAFF INTERACTION WITH GRADUATES BY BRANCH LIBRARY

Library	Not Helpful	Somewhat Helpful	Very Helpful	NA
All (853)	1%	30%	69%	-
Main (677)	1%	33%	66%	-
Agriculture (99)	-	14%	86%	-
Music (24)	-	33%	67%	-
UGL (53)	2%	23%	74%	1%

TABLE 85

QUALITY OF STAFF INTERACTION WITH FACULTY BY BRANCH LIBRARY

Library	Not Helpful	Somewhat Helpful	Very Helpful
All (890)	1%	20%	79%
Main (690)	1%	23%	76%
Agriculture (117)	1%	7%	92%
Music (26)	-	15%	85%
UGL (56)	-	11%	89%

TABLE 86

PRIORITY FOR INCREASED BOOK ACQUISITIONS BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1147)	1%	8%	48%	43%
Main (932)	1%	8%	46%	45%
Agriculture (123)	1%	10%	67%	24%
Music (28)	-	7%	50%	43%
UGL (63)	-	6%	56%	38%

TABLE 87

PRIORITY FOR INCREASED JOURNAL SUBSCRIPTIONS BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1150)	1%	9%	39%	51%
Main (933)	1%	8%	36%	55%
Agriculture (124)	-	9%	51%	40%
Music (28)	4%	21%	50%	25%
UGL (64)	-	14%	58%	28%

TABLE 88

PRIORITY FOR INCREASED AUDIOVISUAL ACQUISITIONS BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1123)	21%	51%	21%	7%
Main (909)	23%	52%	19%	6%
Agriculture (123)	16%	59%	22%	3%
Music (28)	7%	21%	36%	36%
UGL (62)	7%	35%	37%	21%

TABLE 89

PRIORITY FOR INCREASED MANUSCRIPTS AND RARE BOOKS BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1122)	32%	49%	15%	4%
Main (910)	33%	48%	15%	4%
Agriculture (123)	16%	59%	22%	3%
Music (27)	7%	21%	36%	36%
UGL (61)	7%	35%	37%	21%

TABLE 90

PRIORITY FOR INCREASED STAFF BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1105)	13%	59%	25%	3%
Main (894)	13%	59%	25%	3%
Agriculture (120)	8%	63%	27%	2%
Music (28)	32%	54%	11%	4%
UGL (62)	5%	55%	37%	3%

TABLE 91

PRIORITY FOR INCREASED HOURS BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1136)	13%	37%	36%	14%
Main (921)	11%	37%	37%	15%
Agriculture (122)	23%	46%	25%	6%
Music (27)	30%	33%	30%	7%
UGL (65)	19%	29%	40%	12%

TABLE 92

PRIORITY FOR INCREASED REFERENCE HOLDINGS BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1124)	5%	26%	54%	15%
Main (911)	5%	25%	54%	16%
Agriculture (121)	6%	32%	50%	12%
Music (28)	-	29%	53%	18%
UGL (63)	6%	32%	48%	14%

TABLE 93

PRIORITY FOR INCREASED USER EDUCATION BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1128)	17%	51%	25%	7%
Main (913)	19%	51%	24%	6%
Agriculture (123)	9%	54%	31%	6%
Music (28)	21%	43%	32%	4%
UGL (63)	11%	40%	36%	13%

TABLE 94

PRIORITY FOR SUBSIDIZED COMPUTER LITERATURE SEARCHING BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1140)	14%	37%	35%	14%
Main (924)	15%	36%	34%	15%
Agriculture (123)	12%	45%	32%	11%
Music (28)	25%	29%	43%	3%
UGL (64)	8%	36%	44%	12%

TABLE 95

PRIORITY FOR ABILITY TO SEND MESSAGES VIA COMPUTER BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1138)	26%	42%	23%	9%
Main (924)	26%	41%	23%	10%
Agriculture (123)	22%	45%	28%	5%
Music (28)	39%	43%	18%	-
UGL (62)	19%	52%	21%	8%

TABLE 96

PRIORITY FOR INCREASED ACCESS TO COMPUTERIZED REFERENCE SERVICES BY BRANCH LIBRARY

Library	Not a Priority	Low Priority	High Priority	Highest Priority
All (1137)	9%	28%	45%	18%
Main (922)	8%	28%	45%	19%
Agriculture (124)	3%	30%	48%	19%
Music (28)	18%	32%	43%	7%
UGL (62)	11%	26%	47%	16%

APPENDICES

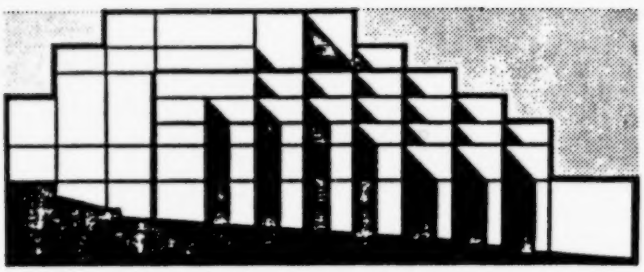
APPENDIX I - SURVEY INSTRUMENT

APPENDIX II - SUMMARY OF WRITTEN COMMENTS

APPENDIX III - DEMOGRAPHIC DATA

Libraries at UTK

A Survey Of Faculty Opinion



UNIVERSITY
LIBRARIES

The University of Tennessee/Knoxville

Please circle the number which corresponds to the response which best reflects how you feel. Space for additional comments is provided at the end of the survey.

1. Overall, how would you characterize the Library system (Main, UGL, AG, Vet-Med, Music) at the University of Tennessee, Knoxville?

   1 POOR
   2 FAIR
   3 GOOD
   4 EXCELLENT

2. How important is the quality of the UTK Libraries to your overall TEACHING effort?

   1 NOT IMPORTANT
   2 SOMEWHAT IMPORTANT
   3 VERY IMPORTANT

3. How important is the quality of the UTK Libraries to your overall RESEARCH effort?

   1 NOT IMPORTANT
   2 SOMEWHAT IMPORTANT
   3 VERY IMPORTANT

4. How receptive would you say the Library administration has been to requests for new services?

   1 NOT AT ALL RECEPTIVE
   2 SOMEWHAT RECEPTIVE
   3 VERY RECEPTIVE
   4 I DON'T KNOW

5. Which of the following best characterizes UTK Librarians' approach to education of users to the availability of services?

   1 THE BURDEN OF FINDING OUT ABOUT SERVICES IS ON THE USER
   2 THE LIBRARY ADMINISTRATION IS SOMEWHAT ACTIVE IN INFORMING USERS OF SERVICES
   3 THE LIBRARY ADMINISTRATION IS VERY ACTIVE IN INFORMING USERS OF SERVICES

6. Which of the following best characterizes UTK Librarians' approach to education of users to the utilization of services?

   1 THE BURDEN OF LEARNING HOW TO USE SERVICES IS ON THE USER
   2 THE LIBRARY ADMINISTRATION IS SOMEWHAT ACTIVE IN HELPING USERS LEARN TO USE SERVICES
   3 THE LIBRARY ADMINISTRATION IS VERY ACTIVE IN HELPING USERS LEARN TO USE SERVICES

7. About how often would you say you have visited each of the following library facilities during the last year, and about long do you spend on an average visit?

		How often did you visit?				About how much time do you spend?			
		DAILY	WEEKLY	MONTHLY	RARELY NEVER	LESS THAN 1 HR	BETWEEN 1 & 2 HRS	MORE THAN 2 HRS	DON'T USE
a.	Main Library (Hoskins)	1	2	3	4	1	2	3	4
b.	Agriculture Veterinary Medicine Library	1	2	3	4	1	2	3	4
c.	Music Library	1	2	3	4	1	2	3	4
d.	Undergraduate Library	1	2	3	4	1	2	3	4

8. For what reasons do you come to the Library at UTK?

	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
a. To review new issues of journals	1	2	3	4
b. To review new books received	1	2	3	4
c. To find specific information	1	2	3	4
d. To consult with a librarian	1	2	3	4
e. To use interlibrary loan	1	2	3	4
f. To check out materials	1	2	3	4
g. To use the card catalogue	1	2	3	4
h. To work with reference materials	1	2	3	4
i. To work with my own materials	1	2	3	4
j. To use audiovisual materials	1	2	3	4
k. For a database search	1	2	3	4
l. To review approval books	1	2	3	4

9. For each of the following, please indicate the degree to which each is a source of information about the library, and evaluate the quality of that information.

	Source of Information?				Quality of Information?				
	FRQ'NTLY	OCCA'LLY	SELDOM	NEVER	POOR	GOOD	FAIR	EXCELLENT	NOT APPL.
a. A colleague	1	2	3	4	1	2	3	4	5
b. Context	1	2	3	4	1	2	3	4	5
c. UTK Librarian	1	2	3	4	1	2	3	4	5
d. Daily Beacon	1	2	3	4	1	2	3	4	5
e. Other _____	1	2	3	4	1	2	3	4	5

10. The following question deals with instruction in the use of the library. Which of the following instruction services have you used, and how would you rate its quality?

	How often have you used this service?				How would you rate the quality of service you received?				
	FRQ'NTLY	OCCA'LLY	SELDOM	NEVER	POOR	GOOD	FAIR	EXCELLENT	NOT APPL
a. Having librarian make presentations to my undergraduate students	1	2	3	4	1	2	3	4	5
b. Having librarian make presentations to my graduate students	1	2	3	4	1	2	3	4	5
c. Having students take audio-tape tour of UGL	1	2	3	4	1	2	3	4	5
d. Sending graduate students to a librarian for indiv-idualized instruction	1	2	3	4	1	2	3	4	5

11. Which library do you most often use (Circle one)?

1 MAIN LIBRARY(HOSKINS)
2 AGRICULTURE VETERINARY MEDICINE LIBRARY
3 MUSIC LIBRARY
4 UNDERGRADUATE LIBRARY

12. How would you rate the quality of each of the following in the Library branch you most use?

	POOR	FAIR	GOOD	EXCELLENT	NOT APPL.
a. Study space	1	2	3	4	5
b. Seating in stacks	1	2	3	4	5
c. Photocopying facilities	1	2	3	4	5
d. Parking	1	2	3	4	5
e. Microform facilities	1	2	3	4	5
f. Collection's physical condition	1	2	3	4	5
g. Carrels	1	2	3	4	5

13. Would you please rate the quality of each aspect of the UIK library collections.

	POOR	FAIR	GOOD	EXCELLENT	DON'T KNOW
BOUND JOURNAL COLLECTION					
a. For undergraduate instruction	1	2	3	4	5
b. For graduate instruction	1	2	3	4	5
c. For my research	1	2	3	4	5
NEW JOURNALS IN MY FIELD					
d. For undergraduate instruction	1	2	3	4	5
e. For graduate instruction	1	2	3	4	5
f. For my research	1	2	3	4	5
BOOK COLLECTION					
g. For undergraduate instruction	1	2	3	4	5
h. For graduate instruction	1	2	3	4	5
i. For my research	1	2	3	4	5
NEW BOOKS IN MY FIELD					
j. For undergraduate instruction	1	2	3	4	5
k. For graduate instruction	1	2	3	4	5
l. For my research	1	2	3	4	5
MANUSCRIPTS AND RARE BOOKS					
m. For undergraduate instruction	1	2	3	4	5
n. For graduate instruction	1	2	3	4	5
o. For my research	1	2	3	4	5
AUDIOVISUAL COLLECTION					
p. For undergraduate instruction	1	2	3	4	5
q. For graduate instruction	1	2	3	4	5
OVERALL COLLECTION IN MY DISCIPLINE					
r. For undergraduate instruction	1	2	3	4	5
s. For graduate instruction	1	2	3	4	5
t. For my research	1	2	3	4	5

14. Here, we would like to ask you about general Library services. Please indicate how frequently you have used each service and indicate the quality of the service you received.

	How often have you used this service?				How would you rate the quality of service you received?				
	FRQ'NTLY	OCCA'LLY	SELDOM	NEVER	POOR	FAIR	GOOD	EXCELLENT	NOT APPLI.
a. Computer literature search	1	2	3	4	1	2	3	4	5
b. Non-Print department	1	2	3	4	1	2	3	4	5
c. Circulation department	1	2	3	4	1	2	3	4	5
d. Inter-library loan	1	2	3	4	1	2	3	4	5
e. Reserve services	1	2	3	4	1	2	3	4	5
f. Reference services	1	2	3	4	1	2	3	4	5
g. User instruction	1	2	3	4	1	2	3	4	5
h. Online catalogue	1	2	3	4	1	2	3	4	5
i. Photocopy services (Not coin machines)	1	2	3	4	1	2	3	4	5
j. Microform services	1	2	3	4	1	2	3	4	5
k. Special collections services	1	2	3	4	1	2	3	4	5

LIBRARY STAFF

The following questions have to do with the present library staff. For each item, please circle the response that most corresponds to your experiences with staff in the UTK library system.

15. How often would you say you have asked for assistance from Library staff in the following areas, and would you characterize the assistance you received?

	Sought assistance?				Quality of Assistance?				
	FRQ'NTLY	OCCA'LLY	SELDOM	NEVER	POOR	FAIR	GOOD	EX-CELLENT	DID'NT ASK
a. Locating information on a topic	1	2	3	4	1	2	3	4	5
b. Finding a particular item in the collection	1	2	3	4	1	2	3	4	5
c. Locating a journal	1	2	3	4	1	2	3	4	5
d. Locating reference materials	1	2	3	4	1	2	3	4	5
e. Locating a government document	1	2	3	4	1	2	3	4	5
f. Placing material on reserve	1	2	3	4	1	2	3	4	5
g. Requesting that a book or journal be ordered	1	2	3	4	1	2	3	4	5

16. Overall, how would you describe the quality of the interaction of library staff with individual faculty, students, and departments?

	NOT AT ALL HELPFUL	SOMEWHAT HELPFUL	VERY HELPFUL	DON'T KNOW
a. Undergraduate students	1	2	3	4
b. Graduate students	1	2	3	4
c. Individual faculty	1	2	3	4
d. Department representatives	1	2	3	4

17. In this section, we would like to know how you feel about various library policies.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
a. The Library should spend any available money on its collection, even if service declined	1	2	3	4	5
b. When acquisition funds are limited, the Library should purchase books 'on approval'	1	2	3	4	5
c. It is very important that the Library increase the accessibility of national data bases	1	2	3	4	5
d. The Main Library should be open 24 hours a day	1	2	3	4	5
e. The Main Library should be open every day, even when classes are not in session	1	2	3	4	5
f. Periodicals should be allowed to be checked out	1	2	3	4	5
g. Non-Print materials should be allowed to be checked out	1	2	3	4	5
h. The Library should provide a pick-up and delivery service to academic units	1	2	3	4	5

18. Below is a list of improvements that have been suggested for the library. Given the fact that funds are limited, would you please indicate the priority status that you feel should be assigned to each

	NOT A PRIORITY	A LOW PRIORITY	A HIGH PRIORITY	ONE OF THE HIGHEST PRIORITIES
a. Increased hours	1	2	3	4
b. Increased book acquisitions	1	2	3	4
c. Increased journal subscriptions	1	2	3	4
d. Increased staff	1	2	3	4
e. Increased audio-visual acquisitions	1	2	3	4
f. Increased manuscript and rare book acquisitions	1	2	3	4
g. Increased reference holdings	1	2	3	4
h. Increased education of user community	1	2	3	4
i. Subsidized computer literature searches	1	2	3	4
j. Ability to send messages to and from Library via personal computer	1	2	3	4
k. Increased access to computerized reference services	1	2	3	4

Your responses to these questions will help us in comparing your evaluations of the library system to others. **All your answers are completely confidential.**

19. **Have you ever been a Library Representative?**

1 NO
2 YES, BUT I AM NOT PRESENTLY
3 YES, I AM PRESENTLY A LIBRARY REPRESENTATIVE

20. **How often would you say you recommend titles for acquisition by the Library?**

1 FREQUENTLY
2 OCCASIONALLY
3 SELDOM
4 NEVER

21. **What is your race? (Optional)**

1 BLACK
2 WHITE
3 ASIAN
4 AMERICAN INDIAN
5 HISPANIC

22. **What is your sex? (Optional)**

1 MALE
2 FEMALE

23. **Which of the following best describes your college, division, or department?**

1 BUSINESS
2 NURSING
3 ENGINEERING
4 AGRICULTURE
5 COMMUNICATIONS
6 L.A - HUMANITIES
7 L.A - NAT SCIENCES
8 L A - SOCIAL SCI
9 LIBRARY & INFO SCI
10 EDUCATION
11 ARCHITECTURE
12 HUMAN ECOLOGY
13 LAW
14 VET MEDICINE
15 BIOMEDICAL SCIENCES
16 SOCIAL WORK
17 PLANNING
18 LIBRARY
19 CENTRAL ADMINISTRATION

24. What is your department? _____

25. How many years have you been at UTK? _____

26. Prior to your coming to UTK, at how many institutions were you a faculty member?

0 NONE, I BEGAN MY CAREER AT UTK
1 ONE
2 TWO
3 THREE
4 FOUR OR MORE
5 I AM A GTA

27. What is your academic rank?

1 GTA
2 LECTURER
3 INSTRUCTOR
4 ASSISTANT PROFESSOR
5 ASSOCIATE PROFESSOR
6 PROFESSOR

Thank you very much for taking the time to help us with your answers in this survey. If you have a comment you would like to make about the UTK libraries, or any suggestions, please write them in the space below.

Thanks you very much. Please place the questionnaire in the enclosed envelope, and drop it in Campus Mail.

Office of Institutional Research
600 Dunford Hall
CAMPUS

APPENDIX II

SUMMARY OF WRITTEN COMMENTS

I. Comments Regarding Library in General (Numbers indicate multiple comments of similar nature)

1. Generally pleased with library collections and services (22). Includes faculty in the following disciplines: architecture (1), sociology (1), ornamental hort (2), special programs (1), curriculum and instruction (2), advertising (2), civil engineering (1), computer science (1), psychology (3), biology (1), ag econ (1), English (1), art (1), philosophy (1), forestry (1), engr sci & materials (1), zoology (1)

2. Thanks for a job well done with respect to quality per dollar spent. (2)

3. Because we have limited state support this is a second class university. Few units around here go first class, except athletics. The library comes closer to providing first class service than other units. (Curriculum and instruction prof)

4. If all UT worked as well as the libraries in general, we would be in good shape (C&I)

5. Generally dissatisfied with Library (1)

6. Ecology prof "gave up" on the Library because it was so bad

7. One senses that the library's policies are formulated for the convenience of the staff, not the users (2)

8. Criticism of UTK administration support for the Library (8)

9. Complaints about duplication services, including pay copiers on floors (12) Complaints particularly about equipment, inadequate numbers of copiers

10. Complaints about journals being in binding when needed (8)

II. Comments Regarding Library Staff

1. Praise for staff (76)

2. Praise for individual staff members (19)

3. Complaints about staff (7) (one said staff talks too loud)

4. Staff should know more about the Library in general

5. Staff assumes that users know more than they really do

6. Complaints about library administration (4)

7. Library faculty skills at UTK are wasted because of autocratic archaic management. Those in top library management hinder progress when they should facilitate it.

8. Senior library administrators have not been as effective as they need to be in managing resources, including the collections and in representing the library to campus administration

9. Praise for Reference staff (13)

10. "I think you should give the reference and non-print staff a big raise."

11. Need more professional librarians in Reference

12. More senior reference people after 5 and on weekends

13. Complaints about Reference staff (1)

14. Telephone service at Main Reference: wants librarians to introduce themselves

15. Lack of helpful information from science staff at Main: was treated in a "rude and crude fashion"

16. I feel there is a serious imbalance of attitudes toward service in Main Reference (very good and very bad)

17. The gov docs staff appears to be struggling to keep up; perhaps some additional assistance here would be useful.

18. Praise for Interlibrary Loan (7)

19. Complaints about Interlibrary Loan (2) (One wants longer hours)

20. Praise for Undergraduate Library staff (5)

21. Praise for Reserve staff (1)

22. Complaints about ambiance in Reserve. Can't find materials either.

23. Lack adequate staff for cataloging and ordering Asian language materials

24. Praise for Ag-Vet Med staff (9)

25. Complaints about Ag-Vet staff (1)

26. Praise for Music staff (1)

27. Complaints about Music staff (1)

28. Praise for janitorial staff (1)

29. Complaints about the quality of Library Student Library Assistants (2)

III. **Comments Regarding Library Collection and Collection Development**

A. Miscellaneous

1. Acquire more materials (84)

2. Increase funding for audiovisual materials (2)

3. Non Print collection is too shallow and narrow in scope

4. Improve special collections

6. Increase holdings of research studies in rhetoric and composition (2)

7. Need stronger holdings in gerontology

8. Reference financial data comes in too late (weekly updates come one to two months later) {Engr. prof}

9. How do I officially request an item to be added to the collection? (Finance GTA)

10. Add CD ROM databases and free user terminals in the library (Ag-Vet user)

11. Wants free computer searches

12. How about some guidelines and/or budget on the acquisition process?

13. Tell each department the amount of acquisitions money available for books and journals (2)

14. Inform faculty when new books ordered have arrived (3)

15. Suggest a newsletter for new acquisitions (2)

16. Weigh cost of science books and periodicals against other disciplines when doing acquisitions budget

17. English faculty member--need more books and fewer films

18. On the average I only obtain 50% of the material I am looking for in the library and have to go to ILL (Engr Sci Mechanics prof)

19. Wants to vote on the periodicals collection in his area

20. Contact 100 UTK faculty and ask them to list the 10 most important journals to their research and current awareness. What percent do we have?

21. Microbiology might donate back journal runs to the Library

22. Wants some of the medical journals moved to the Ag campus (Pathobiology prof)

23. Angry about Chem Abstracts discard

24. Too many old and trivial books in math. Need a more informed buyer. Many of the books are so old and useless -- at least 10% (math GTA)

25. Some language collections are weak, esp. 20th century French

26. Nearly 75% of the journal articles I need must be requested by ILL. Some medical journals at Main (American Journal of Clinical Pathology) and some are at AG

27. Research oriented materials from federal agencies are non-existent to such an extent that I am forced to maintain my own library for grad students to use. (Civil engr)

28. Two horrible deficiencies: acquiring research level books, and having the collections centralized (distinguished prof of physics)

29. Library representatives need more information on how the budget for purchases is allocated. Need more consistent feedback on acquisition requests

30. Solicit each faculty person for acquisitions recommendations regularly

31. There are several entomology journals at Main that could be used at Ag-Vet Med (Entomology prof)

32. Ag Lib lacks basic journals for which one has to go to Main

33. "Could we move Ag's journal Clinical Chemistry to Main?"

34. Add duplicates to collection when a book is frequently recalled

35. "I primarily use the ORNL library because it is convenient to my lab. However, the UTK Library has a far better collection of research journals and they are current" (they are always late at ORNL) (Physics prof)

36. Wants online equivalent of VSMF (Standards Collection) (Engr prof)

37. Praise for the African studies collection

B. Journals Recommended

1. Need advanced journals in artificial intelligence
nonlinear estimation
stochastics

2. Possibly need some French journals in engineering

3. Molecular and Cellular Biology

4. Advances in organometallic chemistry should be continued.

5. Get more journals from Applied Science and Technology Index

6. 1970's issues of Vogue have been terribly mutilated

7. Need additional journals for microbiology and related fields

8. Motor learning (PE): Journals not as available as I would like

9. Get Journal of the Academy of Dermatology

10. Don't throw away any IEEE Transactions

11. History Workshop

12. Social History

13. Marketing Educator

14. Weak on Russian periodicals

15. Why do we have no newspapers from Mississippi?

16. Marketing--our journals and proceedings collections are sad and becoming more so

17. Microfilm (J. of Marketing; J. Marketing Research at UGL) is in bad shape.

18. Get American Banker

19. Wants bound volumes of Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, Journal of Advertising Research in paper formats. Microfilm is inadequate. Is one of these backfiles kept at AG?

20. Need journals related to counseling, psychotherapy, family therapy, etc.

21. Get Journal of Applied Rehabilitation Counseling

22. Get more contemporary art journals, esp. New Criterion

C. Books Recommended

1. Computer science book holdings for undergraduates need improvement

2. Very spotty collection for state geological surveys

3. Complete lack of books and journals in civil engineering

4. Acquire all works of famous authors in a field, including early pioneers (Math)

5. Toxicology user uses ORNL more often than UTK Library. Collection split between Main & AG

6. Competitive Strategy by Porter

7. Industrial psychology books not at UTK or missing

8. Faculty are to blame for the poor collection on transportation and logistics topical areas. Most of the collection is obsolete and out-of-date.

9. Get Shiloh: Bloody April by Wiley Sword

10. Offer more marketing data reference materials

11. We need several industrial psychology references

IV. Physical Conditions in Libraries

1. Complaints about physical conditions in buildings (36)

2. Wants more space in Music and a more pleasant environment

3. Noise mentioned occasionally as a deterrent to study

4. Several complaints about Storage

5. Wants adequate faculty studies

V. Equipment

1. Increase availability of audiovisual materials and players in Music

2. Likes CD players and VCR in Music

3. Complaints about microforms equipment (4)

4. Like online catalog (5)

5. Quality of articles copied from microfilm is low

6. Duplication: install more, better-quality machines; price copies the same as Kinko's

7. Microforms: replace all machines; reduce price of copies to 5c

VI. **Library Hours**

1. Longer hours in general (22)

2. Longer hours during break (14) (Graduate students particularly want an extension of library hours on weekends and during breaks. They complain that the library follows the typical workday and vacation schedule, rather than catering to the needs of the user in setting hours.)

3. Longer hours during exams (2)

4. Longer hours for special collections

VII. **Parking**

1. Parking is a concern (19)

VIII. **Document Delivery**

1. Wants document delivery (8)

2. Prof. in adult & tech education wants free document delivery

3. Don't charge for access to information

IX. **Suggestions**

A. Library and University Administration

1. Reestablish Science Engineering Library (15). One wants it moved back to the Hill

2. New Basic Sciences Building should include a science library (EC Engr prof)

3. Wants a department library (Math)

4. "A Library Promise" a phrase that's all PR and no content.

5. "Feel betrayed by the administration decision to transfer sci/engr collection to Hodges. This decision was predicated on space needs with no appreciation of the needs of the users."

6. Support Herzog Committee (Internal Program Review Team) report

7. "The review team reports clearly demonstrate that the library staff is providing far better service than the central administration is paying for."

8. "The library is the single most important facility at the university and should be given the highest priority. The recent internal review report was remarkable concise and perceptive. I whole heartedly endorse their recommendations and hope the university administration acts positively on them."

9. UTK should place more emphasis on the Library (2)

10. Wants a key to the library

11. More support for the map library (2)

12. Move the Chem reading room back into the library--the materials are not accessible now (Chem GTA) (2)

13. Separate business materials into a separate section of the library (2)

14. Use computerized cards to charge duplication expenses

15. Should underwrite ILL

16. Give Ag-Vet users more timely access to data by having items checked in at Ag, rather than going to Main first

17. Charge a $100 student user fee as part of the activities fee. Money collected would go to the Library in addition to the present budget.

18. Don't increase the number of librarians; improve their quality.

19. Recommends more development activity

20. Give the proceeds from one football game each year to the library

21. "If as much energy had been devoted to library acquisitions as to athletic needs, perhaps we could be in academic contention as well as in athletic contention."

22. "Librarians think of elegant buildings filled with books. 90% of the library function is to provide information. Computers in a faculty office will do this some day in the future. Most faculty rely on their personal journals." (Industrial engr. prof)

23. "If UTK can have the biggest basketball arena in the country and the second largest football stadium we can at least have a research library rated in the top twenty."

24. "Dual priority should be to increase acquisitions <u>and</u> improve services"

25. Faculty and staff input is useful for making library decisions, but Library staff decision-making should be heavily counted on

26. Overall cataloging needs to be improved (Art)

B. Circulation Services

1. Give GTA's the same check-out privileges as faculty (5)

2. Connect a-v to broadcast via cable to classrooms on campus

3. Non Print should check out films. AV equipment should be more accessible on campus (Broadcasting prof)

4. Wants telephone recall, holds, renewals (7)

5. Wants to check out popular magazines

6. Wants drive-up book drops

7. Wants book drops on campus

8. Reestablish book drop on Hill

9. No unbound periodicals should be checked out (3)

10. No periodicals should be checked out (7)

11. Circulate periodicals (some say for same time length as books) (3)

12. Doesn't like the way new books are displayed. Wants a list. Need to be able to reserve them for a short time.

13. Reduce faculty checkout to one month

14. No one should be able to check out materials for more than one term

15. Have overnight book drop

16. Let grad students check out materials for one quarter at a time

17. Periodicals should be arranged in alpha order (3)

18. Have current periodicals (last two weeks) on a separate shelf

19. Use colored tags to designate which journals have arrived today, this week, etc. (Math prof)

20. Frustrated by torn out pages in journals

21. Separate the journals from the books (4)

22. Put more back issues of the journals on the current periodicals shelves

23. Make a list of journals out to binding and a list of those that are soon to go out

D. User Education

1. More attention to graduate and new research

2. Recommends handbooks by discipline on library services

3. Need more publicity about the services that the library offers

4. More professors should assign library work

5. Have been appalled at the lack of faculty use of the library over the years

6. Require a library use course of undergraduates and graduates

7. Grad student wants library instruction (2) Chemistry & Math

8. Arrange with International House to have a tour for new students every Fall

9. Prepare and distribute lists of indices in specific disciplines

10. Wants a detailed handbook in Reference for accessing library services (EC engr)

11. Put serials on computer search database

12. Publicize why there is a limit on the number of articles one can have copied by ILL from a given journal

E. Database Searching

1. Engineering Science and Mechanics: Librarians do a good job of database searching; can we do it ourselves?

2. Want to do computer searching at home on a modem (Management); could the library expand the business databases?

3. Should be able to make computer searches at own cost and not only charged to own department (Math)

4. Expand Infoquest search hours

F. Reference Services

1. Wants ILL by telephone (2)

2. More InfoTrac machines

3. Wants geographic access to theses

4. Format of computerized catalog is weak, esp. organization of information on the screen (Music GTA)

5. Have indexes in the same area as the journals they index (2)

6. Print a list of all journals by subject area

G. Miscellaneous

1. "A university transmits information and a library is where it is stored. Get this basic fact down!"

2. Thinks the questions on the survey won't answer questions noted in the cover letter

3. Architecture Library in A & A is highly inadequate, something the accrediting board has pointed out

4. Get rid of the Dewey Decimal system

5. "Theodore Hesburgh at Notre Dame insisted that no athletic facility on campus should cost more than the library. He was aware of the symbolism involved."

APPENDIX III

DEMOGRAPHIC DATA

	Number	Percentage
How often do you recommend titles for library acquisition? (N=1224)		
Frequently	202	16%
Occasionally	389	32%
Seldom	315	26%
Never	318	26%
Race of Respondent (N=1104)		
Black	23	2%
White	1025	94%
Asian	50	4%
Hispanic	6	0.5%
Respondent Sex (N=1118)		
Male	818	73%
Female	299	27%
Prior to UTK, number of institutions where faculty member worked? (N=1196)		
None, Began at UTK	396	33%
One	340	28%
Two	180	15%
Three	66	6%
Four or More	34	3%
Graduate Teaching Assistant	179	15%
Academic Rank (N=1225)		
Graduate Teaching Assistant	323	26%
Lecturer	-	-
Instructor	63	5%
Assistant Professor	195	16%
Associate Professor	280	23%
Professor	364	30%
Respondents who have been Library Representatives (N=1224)		
No	1048	85%
Yes, but not at present	117	10%
Yes, at present	59	5%